DOCUMENT RESUME

ED 209 390 UD 021 747

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TITLE A Projection of Low-Achieving Students in Seattle Public Schools. ESEA Title I Needs Assessment. Report No. 78-7.
INSTITUTION Seattle Public Schools, Wash. Dept. of Management Information Services.
PUB DATE Aug 78
NOTE 41p.; Some illustrations may be marginally legible due to small size type. For a related document, see UD 021 751.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Compensatory Education; *Desegregation Effects; Disadvantaged Youth; Elementary Secondary Education; *Eligibility; Ethnic Distribution; *Low Achievement; Low Income Groups; *Needs Assessment; *School Demography; School Desegregation; Statistical Distributions; Student Mobility; Student Needs; Urban Education
IDENTIFIERS *Elementary Secondary Education Act Title I; *Seattle Public Schools WA

ABSTRACT

This report describes the distribution of Seattle, Washington's low achieving students for 1978-79 as expected after desegregation. Attention is paid to the effect of desegregation on Title I services. Major topics addressed are the demographic characteristics of low achievers, and the changes in Title I eligibility resulting from the desegregation plan. The report indicates that the desegregation plan will cause more even distribution of high achievers and low achievers, but the number of students requiring compensatory education will remain the same. Statistics on ethnic distribution show that black, native American, Hispanic, and Samoan students were overrepresented in the low achievement category, while whites, Chinese, and Japanese were underrepresented. Data on student mobility reveal high mobility in areas of low income and low achievement, and it is expected that desegregation will more evenly distribute student mobility. Information on student income levels shows high concentrations of poverty in the Central Area and South end of Seattle; these demographic statistics are expected to decrease after desegregation. Finally, the paper states that changes in school Title I eligibility will result in six to seven percent increase in the number of eligible children. (Author/APM)

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A PROJECTION OF LOW-ACHIEVING STUDENTS IN SEATTLE PUBLIC SCHOOLS: [illegible] ASSESSMENT

REPORT NO. 78-7
AUGUST 1978

LEE HILLMAN WOOD
JANE GLASCOCK

Office of
Instructional Program Evaluation

Department of
Management Information Services

SEATTLE
PUBLIC
SCHOOLS

UD021747

ACKNOWLEDGMENTS

Many thanks to Mike Ragghianti and Aline Parker for their clerical help with the data, to the Educational Data Systems staff for help with computer programming, and to Kathy Meland whose needs assessment report of last year provided comparison data.

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A PROJECTION OF LOW-ACHIEVING STUDENTS IN SEATTLE PUBLIC SCHOOLS: ESEA TITLE I NEEDS ASSESSMENT

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MANAGEMENT INFORMATION SUMMARY

Report No. 78-7, A Projection of Low-Achieving Students in Seattle Public Schools: ESEA Title I Needs Assessment, describes the distribution of Seattle's low-achieving students for 1978/79 as expected after desegregation. Special attention is given to the effect of desegregation on Title I services.

The major findings of the report are:

1. Moving students according to Seattle's desegregation plan is expected to result in a more even distribution of high and low achievers than has existed previously, but there will still be the same number of low achievers in the city who need compensatory assistance.

2. For 1977/78, Black, Native American, Hispanic, and Samoan students were over-represented in the low-achieving category while Whites, Chinese, and Japanese were under-represented. The low achievers included a greater percentage of Blacks and Hispanics in 1977 than in 1976.

3. High mobility occurs in areas of low income and low achievement. Although desegregation is not expected to change this pattern on an individual level, student mobility is expected to be more evenly distributed through the schools after desegregation this fall.

4. Poverty will still be concentrated in the Central Area and the South End of Seattle, but the concentrations in schools located in these areas will not be as heavy after desegregation.

5. Changes in school eligibility for Title I services will result in a 6 to 7 percent increase in the number of children eligible to receive Title I compensatory classes.

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INTRODUCTION

Background and Introduction

The Seattle School District currently provides compensatory education services to students through a variety of categorical funding sources. The major source of this funding is Title I of the Elementary and Secondary Education Act (ESEA) which has provided supplementary reading and mathematics instruction for low achievers from low-income areas of Seattle since 1965. Each year, an assessment of the distribution and needs of these students is made in order to plan the District's Title I programs.

The purpose of this report is to describe the students eligible for Title I programs during the 1978/79 school year. The report will address two major topics: the demographic characteristics of low-achieving students and the changes in Title I eligibility expected from Seattle's desegregation plan to be implemented this fall. Questions under these topics were generated by Title I and Evaluation Office personnel to satisfy District planning needs and federal guidelines for Title I programs. The questions of interest are as follows:

1. What is the distribution of Seattle's low-achieving students, and how is their distribution affected by the desegregation plan?

2. What are the ethnic characteristics of Seattle's low-achieving students? Has the ethnic distribution in the lower three stanines changed?

3. Where is high student mobility concentrated? What are the reasons for student mobility? How does mobility relate to low achievement?

4. What is the distribution of Seattle's economically disadvantaged students in the public schools? With changes in distribution of Seattle's disadvantaged, which schools will be eligible for Title I funds in 1978/79?

5. What effects do changes in school eligibility for the 1978/79 school year have on currently participating Title I students and student eligibility for Title I?

Overview of the Report

A management information summary which contains the major results and conclusions serves as the abstract of this report and is also published separately. Data collection procedures, results, limitations of the data, and a discussion of the data are presented for each question. Detailed data tables appear as appendices.

PRESENTATION OF DATA

1. What is the distribution of Seattle's low-achieving students, and how is their distribution affected by the desegregation plan?

The numbers and percentages of low achievers in each of Seattle's public schools are presented in order to determine the amount and location of compensatory program needs.

Procedures

To determine the numbers of low achievers, test scores were obtained from the District's group testing program in the fall of 1977. That testing program consisted of administration of the appropriate batteries of the Metropolitan Achievement Test (MAT) in grades two, six, and eight. The California Test of Basic Skills (CTBS) was administered in grade four and the Stanford Test of Academic Skills (TASK) in grade eleven. The MAT Reading Comprehension Subtest was used to measure reading achievement. The MAT Mathematics Computation Subtest was used to measure mathematics achievement in grades six and eight. The MAT Total Mathematics Subtest was used to measure mathematics achievement in grade two since there is no computation subtest at that level. The CTBS and TASK Reading and Mathematics Subtests were used in grades four and eleven respectively to measure reading and mathematics achievement. Performance in the lower three stanines (below the twenty-fourth percentile) was the criterion used to define low achievement on all tests.

Projected school assignments for low-achieving students were based upon the March "Administrative Update" of the Seattle desegregation plan as recorded in the Student Placement Activity Master File (SPAM). The number of low achievers was calculated for each tested grade level and projected for untested grade levels. Then the percentage of low-achieving students at a school was determined, based on the total projected regular enrollment at that school excluding kindergarten students. Projections for the primary schools (kindergarten, first, and second grades only) were based on the number of low-achieving second grade students in that school's pair or triad.

Since the school assignments used to construct these estimates were based on desegregation planning as of April 15, numerous changes can be expected due to student transfers for Magnet Programs and student options for school assignments, especially in the case of Madrona and students from Hawthorne and Fairview schools.

Results

At the elementary level, 19.6 percent of Seattle's school children scored in the lower three stanines in reading. Figure 1 shows the projected concentrations of low achievement in reading by elementary school. A detailed list of the projected numbers and percentages of lower three stanine students in both reading and mathematics is appended (see Appendix A). The elementary buildings predicted to have more than 30 percent low achievement in reading are: Concord, Green Lake, Madrona, Maple, Rainier View, Van Asselt, and Wing Luke. In mathematics, the Districtwide percentage of low achievers was 20.8 percent. In the following elementary buildings at least 30 percent of the student population is predicted to score in the lower three stanines in mathematics: Arbor Heights, Brighton, Broadview, Coe, Columbia, Concord, Cooper, Dunlap, Green Lake, Hughes, Leschi, Madrona, Maple, and Rainier View.

In junior high/middle schools, the Districtwide percentage of low achievers in reading was 21.6 percent and in mathematics, 25.0 percent. Predictions indicate that during the 1978/79 school year at least 30 percent of the students will be low achievers in reading at Meany, Mercer, and Sharples. In mathematics, only Hamilton is expected to have over 30 percent low achievers.

In the high schools, the Districtwide percentage of low achievers was 23.8 percent in reading and 18.2 percent in mathematics. During the 1978/79 school year, predictions are that the following high schools will have over 30 percent low achievers in reading: Cleveland, Garfield, and Rainier Beach. Only Garfield is predicted to have over 30 percent low achievers in mathematics.

Table 1 shows, for the fall testings of 1976 and 1977, the percentage of elementary and junior high/middle school students who scored in the lower three stanines in reading and in mathematics. High school students were not included in last year's needs assessment, so comparison data for that level are not available at this time.

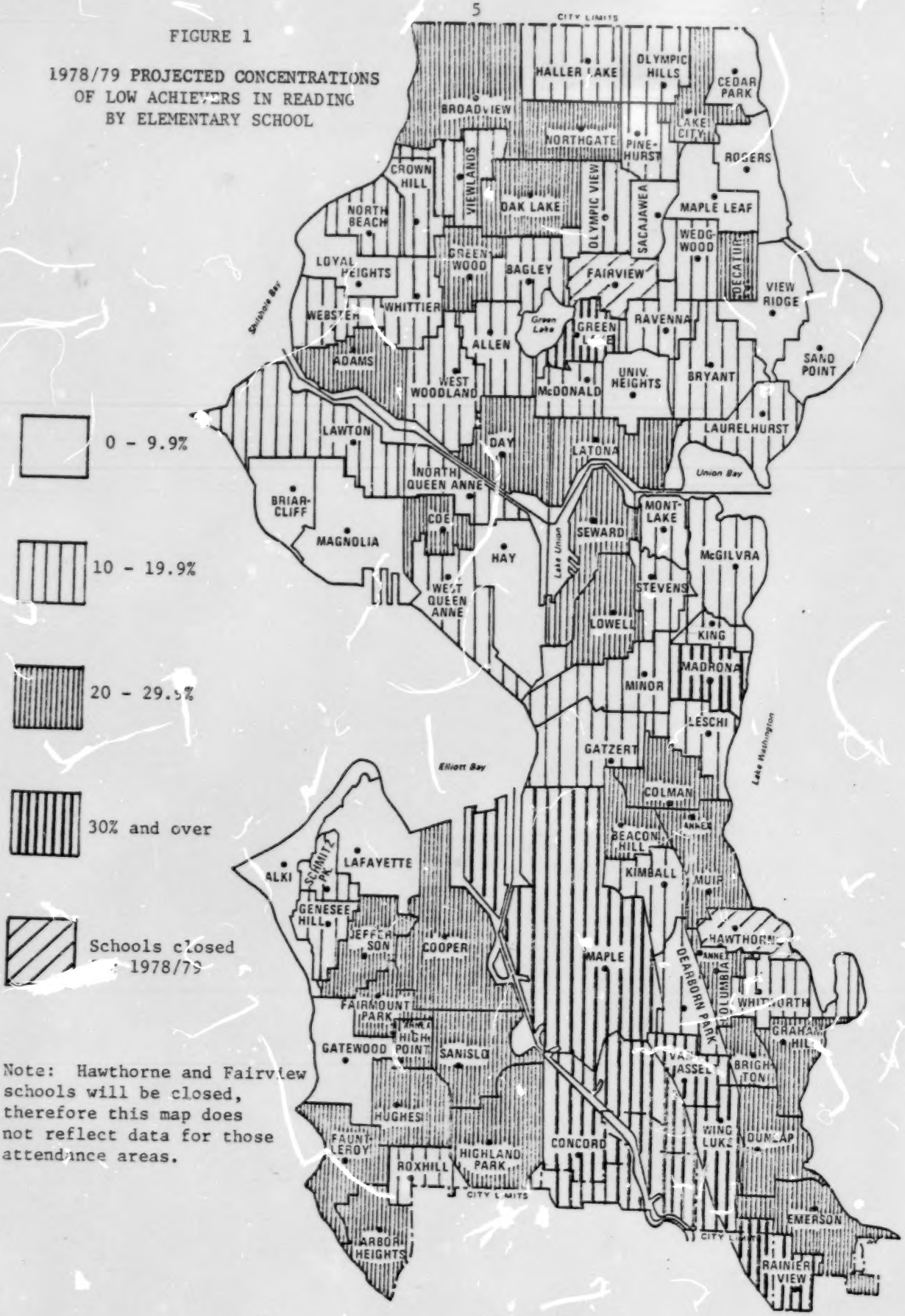
TABLE 1

PERCENTAGE OF SEATTLE SCHOOL DISTRICT LOW ACHIEVERS
BY YEAR, SUBJECT, AND GRADE LEVEL

	Reading		Mathematics	
Year	1976	1977	1976	1977
Elementary	23.0%	19.6%	31.0%	20.8%
Jr. High/Middle School	28.0%	21.6%	29.0%	25.0%

FIGURE 1

1978/79 PROJECTED CONCENTRATIONS
OF LOW ACHIEVERS IN READING
BY ELEMENTARY SCHOOL



Note: Hawthorne and Fairview schools will be closed, therefore this map does not reflect data for those attendance areas.

Discussion

Projected achievement for the 1978/79 year shows a more balanced geographic distribution than previous Evaluation reports have shown. The aggregation of students will be different because of desegregation, and the average academic level of students attending paired and triaded schools will change. For the first time, several Central Area and South End schools are expected to report at least the District average level of reading and mathematics achievement.

In both reading and mathematics at the elementary and junior high/middle school levels, a lower percentage of District students scored in the lower three stanines in 1977 than in 1976. This indicates that Seattle students have improved this year in these areas relative to national norms.

2. What are the ethnic characteristics of Seattle's low-achieving students? Has the ethnic distribution in the lower three stanines changed?

Ethnic characteristics of lower three stanine students provide descriptive data useful for program planning. Year to year changes in the ethnic distribution of these students may provide a measure of the degree to which programs satisfy the needs of each group.

Procedures

Reading and Mathematics Computation Subtest scores from the District's 1977/78 group testing program were obtained from the Test History File and merged with the Student Master File to obtain students' ethnic classification for the following data: (a) the total tested population divided into ethnic categories, and (b) all students scoring in the lower three stanines divided into ethnic categories. Definitions of ethnic categories are given in Appendix B. Comparable data for 1976/77 is published in Evaluation Office Report No. 77-7 Needs Assessment of Educationally Disadvantaged Students in Seattle Public Schools.

Results

The ethnic distributions of all tested students and of low achievers are shown in Table 2. Native Americans, Hispanics, Blacks, Samoans, and "other Asians" have a greater proportion of low achievers in reading than expected on the basis of their proportion of the tested population, i.e., they are over-represented in the lower three stanines. On the other hand, Japanese, Whites, and Chinese are under-represented, having a smaller proportion in the lower three stanines than in the tested population.

In mathematics, the Native American, Hispanic, Samoan, and Black students were over-represented while Japanese, Chinese, Filipino, and White students were under-represented in the lower three stanines.

Discussion

The ethnic distribution of low achievers has changed somewhat over the past two years. The under-represented groups (Japanese, White, and Chinese) plus the Filipinos all make up a smaller percentage of the low achievers than they did on the fall 1975 testing. Native Americans showed no change, still having almost twice as many students in the lower three stanines than would be expected. Black and Hispanic children now make up a greater proportion of the low achievers than they did two years ago. This suggests that the educational needs of Hispanic and Black students are not being met as well as are the needs of other District students. Information about the changes in the total District population is needed, however, before firm conclusions can be drawn.

Samoan and "other Asian" students are not included in the foregoing discussion because the data classifications for these groups have changed and the data are not comparable with that of prior years.

TABLE 2

ETHNIC BREAKDOWN OF TOTAL TESTED POPULATION AND LOW-ACHIEVING STUDENTS
FOR READING AND MATHEMATICS
(Fall 1977)

Reading

Ethnic Group	Percent of Tested Population	Percent of Lower Three Stanine Population
White	65.0%	41.5%
Black	18.5%	37.1%
Hispanic	3.9%	6.4%
Native American	2.8%	4.8%
Filipino	2.6%	2.6%
Other Asian	1.7%	2.5%
Chinese	3.0%	2.4%
Samoan	.4%	1.2%
Japanese	1.9%	.6%

Mathematics

Ethnic Group	Percent of Tested Population	Percent of Lower Three Stanine Population
White	65.0%	47.1%
Black	18.4%	36.2%
Hispanic	3.9%	6.0%
Native American	2.7%	4.7%
Filipino	2.7%	1.9%
Other Asian	1.7%	1.3%
Chinese	3.0%	1.1%
Samoan	.4%	.9%
Japanese	1.9%	.5%

3. Where is high student mobility concentrated? What are the reasons for student mobility? How does mobility relate to low achievement?

Student mobility is examined because it is a factor which traditionally correlates with low achievement. Further, high concentrations of mobility present specific problems for programs.

Procedures

The primary data source for this section was the Student Transfer Report, a standard report from Educational Data Systems. It lists the number of students who changed their permanent school location between September 15, 1976 and May 15, 1977 and the reason for transfer. The dates were chosen to exclude beginning or end of the year transfers and normal mobility as students move from elementary to junior high/middle school and on to high school. The mobility data were then compared to achievement data from the fall 1976 District testing as reported in Evaluation Office Report No. 77-7.

A previous Evaluation Office report established a relationship between mobility and achievement: Needs Assessment of Educationally Disadvantaged Students in Seattle, Report No. 75-2 (January 1975).

Results

Several elementary schools had over 31 percent mobility. That is, over 31 percent of the students enrolled in the school on September 15, 1976 had left by May 15, 1977 in these schools: Northgate and Bagley in the north; Lowell on Capitol Hill; and Van Asselt, Columbia, Dunlap, and Concord in the South End of Seattle. Figure 2 shows concentrations of mobility in Seattle elementary schools for that school year. A complete list of Seattle Schools with mobility data for each can be found in Appendix C.

Students move for a variety of reasons. Address change is the primary reason for transfer for both junior high/middle school and elementary school students. High school students move for a greater variety of reasons, with irregular attendance, truancy, and ninth grade completion being the most frequent. Appendix D summarizes major reasons for student transfer.

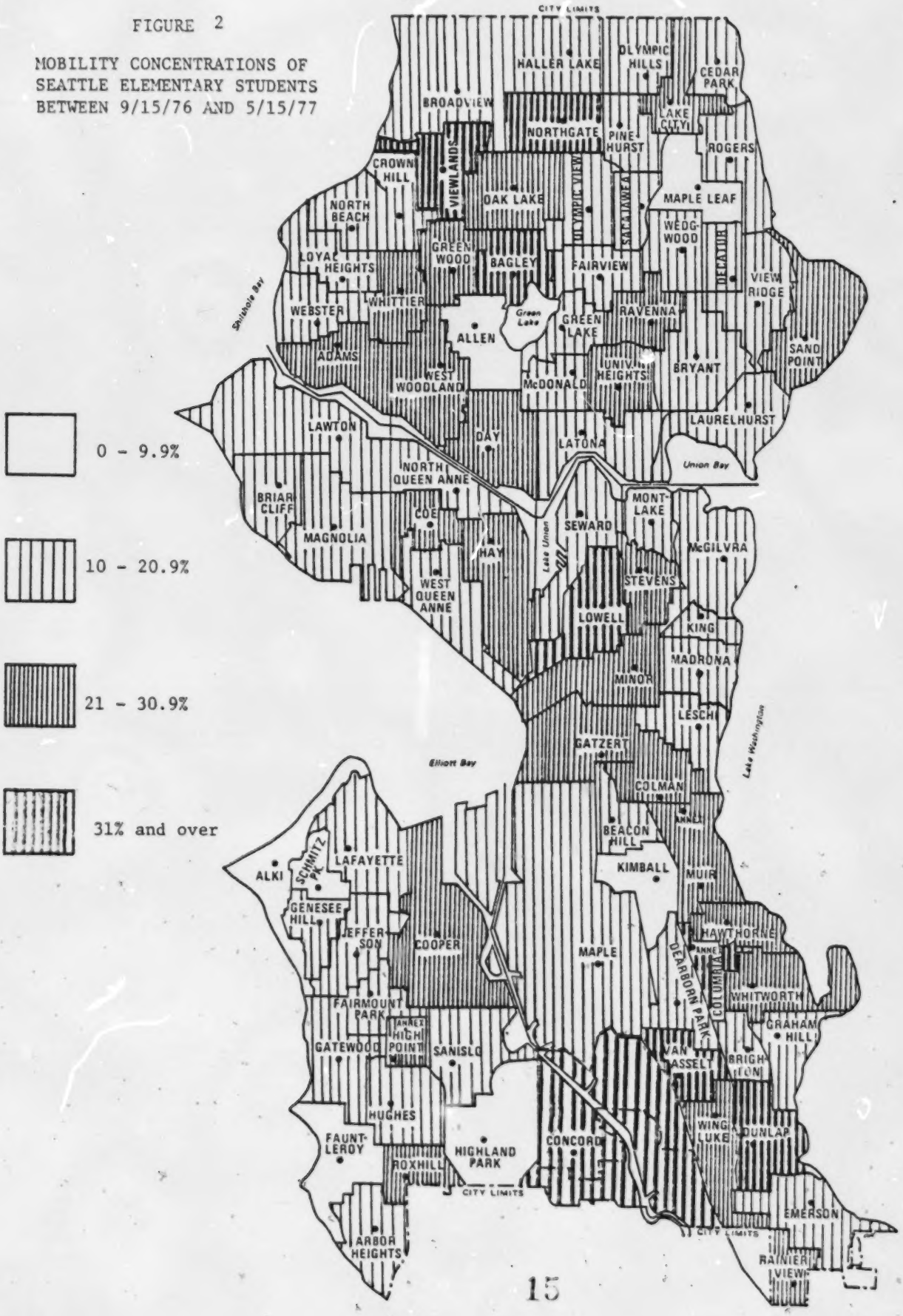
Appendix E shows achievement data for each of the twenty elementary schools with the highest concentrations of mobility. Of these twenty, 60 percent had an above average percentage of low achievers in both reading and mathematics. Eighteen percent of the remaining elementary schools had above the average percentage of low achievers in one or the other subject.

Discussion

High mobility means unstable classes. This unstable population problem is one frequently mentioned by principals and teachers who work with Title I

FIGURE 2

MOBILITY CONCENTRATIONS OF SEATTLE ELEMENTARY STUDENTS BETWEEN 9/15/76 AND 5/15/77



programs. The analysis of mobility data with the low achievement data from the 1976/77 school year supports the findings of past studies that high mobility occurs in the same areas as concentrations of low achievers (Evaluation Office Report No. 77-7, p. 27 and Evaluation Office Report No. 75-2, p. 15). Mobility is a problem that should be addressed along with the basic skills needs of low achievers.

Mobility data have not been aggregated according to assignments resulting from the 1978/79 desegregation plan. Mobility patterns for the coming fall can be expected to change from past years as will the concentrations of low achievement and poverty.

4. What is the distribution of Seattle's economically disadvantaged students in the public schools? With the changes in distribution of Seattle's disadvantaged, which schools will be eligible for Title I funds in 1978/79?

A projection by school of numbers and percentages of children eligible to receive free or reduced-price lunch is needed because Title I programs must go to schools having the highest concentrations of these low-income students.

Procedures

A file of all students eligible to receive free or reduced-price lunches under the National School Lunch Act was created in February 1978. Each student's neighborhood kindergarten school was taken from the Student Placement Activity Master File, and all students were aggregated by their residential elementary attendance area to determine poverty rates for each school/pair/triad attendance area. Poverty rates for secondary school attendance areas were obtained by aggregating the data from each school's elementary feeder areas according to the March 1978 desegregation plan.

Results

Figure 3 shows the projected 1978/79 poverty distribution. Several attendance areas have over 40 percent of the students eligible to receive free or reduced-price lunches: Oak Lake in the North End of Seattle; Madrona near the Central Area; and Hughes, High Point, Concord, Columbia, Kimball, and Whitworth in the South End.

Discussion

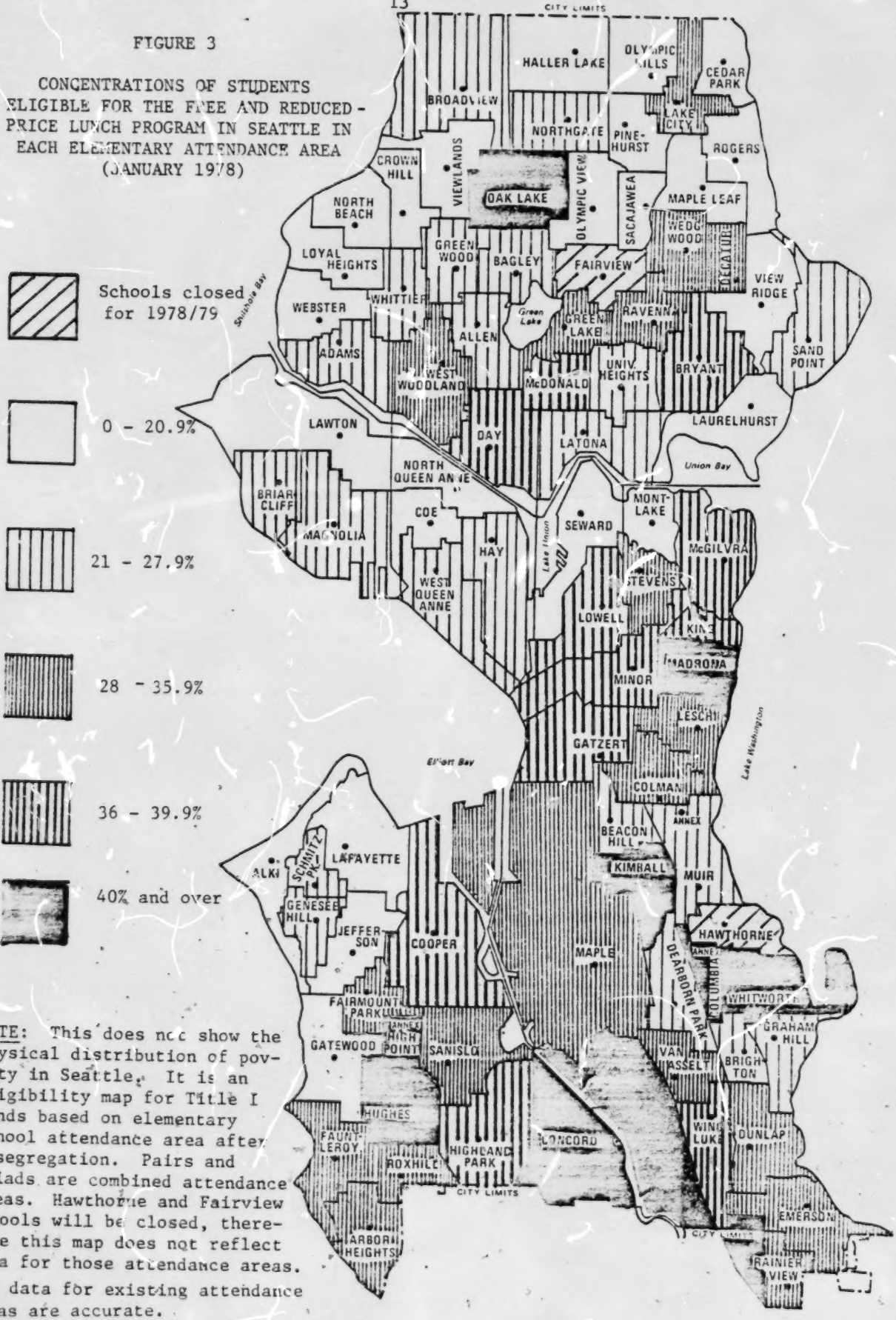
Hawthorne and Fairview are closed for 1978/79. These schools' boundaries are shown on the map, but the poverty projections by attendance areas were made assuming these school closures and include students who would have attended Hawthorne and Fairview.

The distribution differs from poverty distributions in past years for two reasons: (1) it is constructed according to assigned residential attendance areas rather than actual attending student population; and (2) these residential areas are aggregated according to the desegregation plan for 1978/79. Some of the schools that previously drew students from low-income areas will be paired with schools that previously drew from higher income areas, resulting in an attendance area with a moderate overall poverty rate. In 1977/78, for instance, Muir had 41 percent of its students eligible for free or reduced-price lunch while Broadview had just 7 percent eligible. With their attendance areas paired in 1978/79, 26 percent of the resulting student population will be eligible for free or reduced-price lunches.

Aggregation of attendance areas has a considerable effect on school eligibility for Title I services. To be eligible for Title I funds, the

FIGURE 3

CONCENTRATIONS OF STUDENTS ELIGIBLE FOR THE FREE AND REDUCED-PRICE LUNCH PROGRAM IN SEATTLE IN EACH ELEMENTARY ATTENDANCE AREA (JANUARY 1978)



NOTE: This does not show the physical distribution of poverty in Seattle. It is an eligibility map for Title I funds based on elementary school attendance area after desegregation. Pairs and triads are combined attendance areas. Hawthorne and Fairview Schools will be closed, therefore this map does not reflect data for those attendance areas. The data for existing attendance areas are accurate.

poverty of an attendance area must be greater than the average poverty of the District (27.9 percent). Thus Muir will be ineligible for Title I funds for 1978/79. Title I eligibility is indicated for elementary schools listed in Appendix F.

5. What effects do changes in school eligibility for the 1978/79 school year have on currently participating Title I students and student eligibility for Title I?

Information about changes in the numbers of schools eligible for Title I is needed for the Title I grant proposal. Also, ESAA Title VII funds are available to establish compensatory education programs in schools which are no longer eligible for Title I funds because they are involved in desegregation. For planning these programs, too, information is needed about changes in Title I eligibility. As mentioned previously, these changes in eligibility are due to two factors: (1) student movement due to Seattle's desegregation plan, and (2) counting students residing in an attendance area rather than students attending a given school in computing eligibility. While the changed method of computing eligibility accounts for some changes in marginally eligible schools, the major factor in eligibility changes is Seattle's desegregation plan and consequent reaggregation of students.

Procedures

The SPAM File was used to count individual students in 1977/78 Title I programs who will no longer attend schools eligible for Title I because of Seattle's desegregation plan. A second count was made of students scoring in the lower three stanines whose schools will gain or lose Title I eligibility after desegregation.

Results

A projected 487 students (10 percent of all Title I students) in 1977/78 Title I reading and/or math classes will lose Title I eligibility next year. This is due to both changes in school assignment and changes in school eligibility.

The total number of students who will gain or lose eligibility next year is presented in Table 3. Eight elementary buildings with Title I programs in 1977/78 will become ineligible for Title I funding in 1978/79. Totals of 499 low achievers in reading and 524 in mathematics are expected to attend school in those 8 buildings and thus be ineligible for Title I service. There will be twelve elementary buildings newly eligible for Title I funds in 1978/79. The projected number of low achievers in these schools in reading is 817 and in mathematics is 803. A net gain of 318 (7 percent) in the number of students eligible for Title I programs is expected in reading and 279 (6 percent) in mathematics.

TABLE 3

NUMBERS OF LOW ACHIEVERS IN READING AND MATHEMATICS FOR SCHOOLS WITH TITLE I ELIGIBILITY CHANGES IN 1978/79

Attendance Areas Which Become Eligible	Numbers of Students in Lower Three Stanines	
	Reading	Mathematics
Arbor Heights	108	118
Emerson	62	45
McDonald	30	48
Bryant	42	46
Sanislo	56	49
McGilvra	17	18
Decatur	40	52
Wedgwood	41	21
Ravenna	43	63
Madrona	140	159
Fauntleroy	54	27
Rainier View	54	51
Highland Park	130	106
Total	817	803

Attendance Areas Which Become Ineligible	Numbers of Students in Lower Three Stanines	
	Reading	Mathematics
Dearborn Park	69	67
Beacon Hill	71	78
Muir	119	107
Brighton	85	113
Graham Hill	51	48
Bagley	39	44
Sand Point	10	20
Adams	55	47
Total	499	524

Increase for 1978-1979	Number	318	279
	Percent	7%	6%

Discussion

Ten percent of the 1977/78 Title I students become ineligible for Title I funds in 1978/79. At the same time, implementation of Seattle's desegregation plan will result in more children eligible for Title I funds than before. This is due primarily to the addition of previously ineligible schools. Each becomes eligible through pairing with an economically disadvantaged school. Not all of the low achievers will actually receive Title I services. Selection of those who will attend the special classes is made after school begins in the fall by teachers and principals on the basis of MAT scores, diagnostic testing, and staff recommendations.

SUMMARY OF FINDINGS

1. The traditionally affluent areas of Seattle generally have the highest projected achievement for the 1978/79 school year. However, schools serving several areas of relatively high poverty are expected to have average student achievement scores at or above the District average in the coming year. This redistribution of low achievers is the result of pairing and triading according to The Seattle Plan.

2. Samoan, Black, Native American, and Hispanic students are over-represented in the low achiever category. The representation of Blacks and Hispanics in this group increased from fall 1976 to fall 1977.

3. Elementary schools that had the highest concentrations of mobility in 1976/77 were: Northgate and Bagley in the North End; Lowell on Capitol Hill; and Van Asselt, Columbia, Dunlap, and Concord in the South End. As a result of desegregation plans, concentrations of highly mobile students are expected to be dispersed with the reaggregation of students under the desegregation plan next year. Irregular attendance and truancy are the major reasons for student mobility at the high school level. At the junior high/middle school and elementary levels, address changes are the main contributors to transfer rates.

4. As measured by eligibility for free or reduced-price lunch, poverty among children in Seattle schools will show a more even distribution among schools than in previous years. The change results from desegregation plans which will be implemented in the fall of 1978.

5. About 10 percent of the Title I students from 1977/78 will lose Title I services when their attendance areas are changed according to the Seattle desegregation plan. However, there is expected to be a net increase in students eligible for Title I services.

APPENDICES

APPENDIX A

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 1, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
High Schools					
Ballard	1,101	296	26.9	223	20.3
Cleveland	750	283	37.7	179	23.9
Franklin	1,056	315	29.8	212	20.1
Garfield	1,179	404	34.3	384	32.6
Hale	1,272	218	17.1	136	10.7
Ingraham	1,377	220	16.0	139	10.1
Lincoln	1,199	343	28.6	296	24.7
Queen Anne	956	178	18.6	110	11.5
Rainier Beach	936	286	30.6	256	27.4
Roosevelt	1,760	231	13.1	149	8.5
Sealth	1,402	408	29.1	290	20.7
West Seattle	1,092	175	16.0	182	16.7
High School Total	14,080	3,357	23.8	2,556	18.2
Jr. High/Middle Schools					
Addams	1,056	200	18.9	212	20.1
Blaine	554	69	12.5	88	15.9
Boren	569	156	27.4	164	28.8
Denny	934	216	23.1	207	22.2
Eckstein	827	123	14.9	225	27.2
Hamilton	662	125	18.9	241	36.4
Madison	850	132	15.5	168	19.8
McClure	534	128	24.0	131	24.5
Meany	501	167	33.3	251	50.1
Mercer	1,152	363	31.5	287	24.9
Monroe	660	164	24.8	152	23.0

*Does not include kindergarten, special education, special program, or ungraded students.

APPENDIX A (Cont'd.)

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Jr. High/Middle Schools Continued					
Sharples	840	284	33.8	181	21.6
South Shore	833	148	17.8	228	27.4
Thomson	656	108	16.5	120	18.3
Washington	918	129	14.1	272	29.6
Whitman	543	98	18.0	99	18.2
Jr. Hi./M.S. Total	12,089	2,610	21.6	3,026	25.0
Elementary Schools					
Adams **	273	55	20.1	47	17.2
Alki	148	11	7.4	10	6.8
Allen	184	31	16.8	36	19.6
Bagley **	255	39	15.3	44	17.3
Briarcliff**	299	21	7.0	25	8.4
Cedar Park	173	14	8.1	29	16.8
Coe	310	73	23.5	93	30.0
Concord **	171	90	52.6	99	57.9
Cooper **	332	96	28.9	108	32.5
Crown Hill	164	18	11.0	35	21.3
Emerson	301	62	20.6	45	15.0
Fairmount Park **	213	50	23.5	52	24.4
Gatewood	300	25	8.3	31	10.3
Greenwood	311	82	26.4	81	26.1
Haller Lake	264	49	18.6	50	18.9
Jefferson	323	68	21.1	62	19.2
Kimball **	415	46	11.1	33	8.0
Lafayette	447	29	6.5	38	8.5
Lake City **	298	71	23.8	52	17.5

*Does not include kindergarten, special education, special program, or ungraded students.
**1977/78 Title I school

APPENDIX A (Cont'd.)

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Elementary Schools Continued					
Latona	191	41	21.5	30	15.7
Laurelhurst	288	41	14.2	63	21.8
Lawton	342	58	17.0	57	16.7
Lowell**	229	48	21.0	54	23.6
Loyal Heights	202	13	6.4	24	11.9
Madrona	432	140	32.4	159	36.8
Maple**	345	133	38.6	136	39.4
Maple Leaf**	222	10	4.5	33	14.9
Montlake	179	20	11.2	45	25.1
North Beach	204	31	15.2	31	15.2
North Queen Anne	179	19	10.6	18	10.1
Olympic Hills	257	36	14.0	33	12.8
Olympic View	274	28	10.2	23	8.4
Pinehurst	161	20	12.4	30	18.6
Rainier View	168	54	32.1	51	30.4
Rogers	259	24	9.3	19	7.3
Sacajawea	161	9	5.6	11	6.8
Sand Point**	157	10	6.4	20	12.7
Sanislo	234	56	23.9	49	20.9
Stevens **	426	63	14.8	80	18.8
University Heights	79	7	8.9	7	8.9
View Ridge	263	18	6.8	25	9.5
Viewlands	232	31	13.4	26	11.2
Webster	284	43	15.1	47	16.6
West Woodland**	372	73	19.6	84	22.6
Whittier	288	53	18.4	55	19.1
Whitworth**	488	94	19.3	126	25.8
Elementary Subtotal	12,097	2,103		2,306	

*Does not include kindergarten, special education, special program, or ungraded students

**1977/78 Title I school

APPENDIX A (Cont'd)

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Triad Schools					
Decatur	185	40	21.6	52	28.1
Wedgwood	209	41	19.6	21	10.1
Leschi**	329	59	17.9	105	31.9
Triad Subtotal	723	140	19.4	178	24.6
Gatzert**	242	40	16.5	32	13.2
Day **	214	46	21.5	41	19.2
McDonald	175	30	17.1	48	27.4
Triad Subtotal	631	116	18.4	121	19.2
Fauntleroy	233	54	23.2	27	11.6
Roxhill**	217	24	11.1	14	6.5
Dunlap **	297	69	23.2	93	31.3
Triad Subtotal	747	147	19.7	134	18.0
Colman **	268	61	22.8	51	19.0
Green Lake**	185	60	32.4	61	33.0
Ravenna	246	43	17.5	63	25.6
Triad Subtotal	699	164	23.5	175	25.0
Hay	173	17	9.8	23	13.3
West Queen Anne	151	30	19.9	29	19.2
Brighton**	309	85	27.5	113	36.6
Triad Subtotal	633	132	20.9	165	26.1
Genesee Hill	211	36	17.1	18	8.5
Schmitz Park	159	28	17.6	28	17.6
Beacon Hill**	335	71	21.2	78	23.3
Triad Subtotal	705	135	19.2	124	17.6

*Does not include kindergarten, special education, special program, or ungraded students.

**1977/78 Title I school

APPENDIX A (Cont'd.)

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Triad Schools Cont'd.					
King**	130	14	10.8	7	5.4
McGilvra	148	17	11.5	18	12.2
Seward	271	69	25.5	59	21.8
Triad Subtotal	549	100	18.2	84	15.3
Pair Schools					
Bryant	220	42	19.1	46	20.9
Minor**	341	66	19.4	98	28.7
Pair Subtotal	561	108	19.3	144	25.7
Highland Park	522	130	24.9	106	20.3
Wing Luke**	297	92	31.0	80	27.0
Pair Subtotal	819	222	27.2	186	22.7
Muir**	415	119	28.7	107	25.8
Broadview	474	125	26.4	152	32.1
Pair Subtotal	889	244	27.5	259	29.1
High Point**	180	36	20.0	30	16.7
Hughes**	272	66	24.3	97	35.7
Pair Subtotal	452	102	22.6	127	28.1
Van Asselt**	357	108	30.3	94	26.3
Arbor Heights	362	108	29.8	118	32.6
Pair Subtotal	719	216	30.0	212	29.5
Oak Lake**	325	76	23.4	64	19.7
Columbia**	247	72	29.2	90	36.4
Pair Subtotal	572	148	25.9	154	26.9

*Does not include kindergarten, special education, special program, or ungraded students.

** 1977/78 Title I school

APPENDIX A (Cont'd)

PROJECTED NUMBER AND PERCENTAGE OF LOWER THREE STANINE STUDENTS IN READING AND MATHEMATICS--FOR 1978/79 AS OF APRIL 15, 1978

School	Projected* Enrollment	Reading		Mathematics	
		Number	Percent	Number	Percent
Pair Schools Cont'd.					
Dearborn Park **	364	69	19.0	67	18.4
Magnolia	290	25	8.6	24	8.3
Pair Subtotal	654	94	14.4	91	13.9
Graham Hill **	172	51	29.7	48	27.9
Northgate	207	45	21.7	41	19.8
Pair Subtotal	379	96	25.3	89	23.5
Elementary Total	21,829	4,267	19.6	4,549	20.8

*Does not include kindergarten, special education, special program, or ungraded students.

** 1977/78 Title I school

APPENDIX B

Definitions of Ethnic Categories

The nine ethnic groups used in this report are comprised of the following specific ethnic categories:

BLACK (B)

BLACK - A person whose ancestors came from any of the original Black people of Africa.

CHINESE (C)

CHINESE - A person whose ancestors lived for many generations in China.

FILIPINO (F)

FILIPINO - A person whose ancestors lived for many generations in the Philippine Islands.

NATIVE AMERICAN (NA)

NATIVE AMERICAN - A Native American person whose ancestors generally lived in what is now the United States or Southern Canada or Alaska.

OTHER ALASKAN NATIVE OR NATIVE AMERICAN - A Native American who is not defined above as American Indian or Alaskan native or as Hispanic Indian.

JAPANESE (J)

JAPANESE - A person whose ancestors lived for many generations in Japan.

OTHER ASIAN (OA)

KOREAN - A person whose ancestors lived for many generations in Korea.

VIETNAMESE - A person whose ancestors lived for many generations in Vietnam.

SOUTHEAST ASIAN - A person whose ancestors lived for many generations in the countries of Cambodia, Laos, Thailand, Indonesia, Burma, or Malaysia.

SAMOAN - A person whose ancestors lived for many years in Samoa.

OTHER ASIAN - A person whose ancestors lived for many generations in parts of Asia or the Pacific Islands not listed above. Examples might be countries like Tibet, Eastern Siberia, Guam, Tahiti, Hawaii or the native people of Australia.

HISPANIC (H)

HISPANIC INDIAN - An Hispanic person whose ancestors came from the original peoples of North America, Central America or South America.

HISPANIC BLACK - An Hispanic person whose ancestors were Black people.

HISPANIC WHITE - An Hispanic person whose ancestors originally came from Europe, North Africa, the Middle East or the Indian subcontinent (India).

HISPANIC ASIAN OR PACIFIC ISLANDER - An Hispanic person whose ancestors came from Asia or the Pacific Islands. For example, some Filipinos might consider themselves as Hispanic Asian or Hispanic Pacific Islander.

WHITE (W)

CAUCASIAN - A person whose ancestors lived for many generations in Europe, North Africa, the Middle East or the Indian subcontinent (India), but does not consider himself or herself as Hispanic, Gypsy or East Indian.

GYPSY - A person whose ancestors came from the original Gypsy groups of Europe or a person who is a member of an existing Gypsy group.

EAST INDIA - A person whose ancestors lived for many generations in India, Ceylon, and in some cases, Pakistan.

UNIDENTIFIED (U)

None of the above ethnic categrories is appropriate.

APPENDIX C

NUMBERS AND PERCENTAGES OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1976 AND MAY 15, 1977

Elementary Schools

School	Enrollment*	No. Leaving School	Percent Mobility
Adams	364	106	29.12
Alki	190	12	6.32
Allen	332	29	8.73
Arbor Heights	597	87	14.57
Bagley	320	113	35.31
Beacon Hill	368	54	14.67
Briarcliff	334	39	11.68
Brighton	396	76	19.19
Broadview	548	75	13.69
Bryant	387	56	14.47
Cedar Park	213	28	13.15
Coe	371	82	22.10
Colman	375	105	28.00
Columbia	300	133	44.33
Concord	197	88	44.67
Cooper	368	101	27.45
Crown Hill	278	45	16.19
Day	393	87	22.14
Dearborn Park	496	104	20.97
Decatur	306	36	11.76
Dunlap	383	120	31.33
Emerson	338	67	19.82
Fairmount Park	365	76	20.82
Fairview	208	39	18.75
Fauntleroy	336	24	7.14
Gatewood	399	65	16.29
Gatzert	426	123	28.87

*Enrollment as of January 1977

APPENDIX C (Cont.)

NUMBERS AND PERCENTAGES OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1976 AND MAY 15, 1977

Elementary Schools (Cont.)

School	Enrollment*	No. Leaving School	Percent Mobility
Genesee Hill	336	54	16.07
Graham Hill	317	53	16.72
Green Lake	399	52	13.03
Greenwood	363	109	30.03
Haller Lake	322	49	15.22
Hawthorne	272	61	22.43
Hay	348	74	21.26
High Point	213	52	24.41
Highland Park	672	36	5.36
Hughes	455	76	16.70
Jefferson	320	61	19.06
Kimball	446	37	8.30
King	340	53	15.59
Lafayette	585	83	14.19
Lake City	302	75	24.83
Latona	285	52	18.25
Laurelhurst	375	48	12.80
Lawton	357	67	18.77
Leschi	445	73	16.40
Lowell	352	110	31.25
Loyal Heights	252	35	13.89
Madrona	861	131	15.21
Magnolia	418	48	11.48
Maple	430	82	19.07
Maple Leaf	306	21	6.86
McDonald	297	53	17.85
McGilvra	201	29	14.43
Minor	543	139	25.60

*Enrollment as of January 1977

APPENDIX C (Cont.)

NUMBERS AND PERCENTAGES OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1976 AND MAY 15, 1977

Elementary Schools (Cont.)

School	Enrollment*	No. Leaving School	Percent Mobility
Montlake	222	26	11.71
Muir	553	125	22.60
North Beach	293	35	11.95
North Queen Anne	240	49	20.42
Northgate	222	89	40.09
Oak Lake	338	97	28.70
Olympic Hills	359	65	18.11
Olympic View	207	31	14.98
Pinehurst	267	49	18.35
Rainier View	200	56	28.00
Ravenna	363	105	28.93
Rogers	360	39	10.83
Roxhill	359	76	21.17
Sacajawea	240	44	18.33
Sand Point	216	53	24.54
Sanislo	234	46	19.66
Schmitz Park	241	20	8.30
Seward	221	38	17.19
Stevens	331	80	24.17
University Heights	319	73	22.88
Van Asselt	570	231	40.53
View Ridge	380	38	10.00
Viewlands	341	106	31.09
Webster	359	73	20.33
Wedgewood	346	39	11.27
West Queen Anne	217	44	20.28
West Woodland	585	148	25.30

*Enrollment as of January 1977

APPENDIX C (Cont.)

NUMBERS AND PERCENTAGES OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1976 AND MAY 15, 1977

Elementary Schools (Cont.)

School	Enrollment*	No. Leaving School	Percent Mobility
Whittier	465	122	26.24
Whitworth	525	120	22.86
Wing Luke	290	78	26.90
Totals/Average	30,263	5,978	19.75

*Enrollment as of January 1977

APPENDIX C (Cont.)

NUMBERS AND PERCENTAGES OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1976 AND MAY 15, 1977

Junior High/Middle Schools

School	Enrollment*	No. Leaving School	Percent Mobility
Addams	1,315	172	13.08
Blaine	489	64	13.09
Boren	621	157	25.28
Denny	1,150	124	10.78
Eckstein	972	123	12.65
Hamilton	656	101	15.40
Madison	1,076	129	11.99
McClure	578	141	24.39
Meany	806	197	24.44
Mercer	1,258	170	13.51
Monroe	813	209	25.71
Sharples	867	152	17.53
South Shore	898	171	19.04
Thomson	740	101	13.65
Whitman	750	120	16.00
Wilson	592	129	21.79
Totals /Average	13,581	2,260	16.64

High Schools

School	Enrollment*	No. Leaving School	Percent Mobility
Ballard	1,358	521	38.37
Cleveland	856	231	26.99
Franklin	1,127	381	33.81
Garfield	1,241	556	44.80
Hale	1,494	235	15.73
Ingraham	1,609	459	28.53
Lincoln	1,399	383	27.38
Queen Anne	1,180	247	20.93
Rainier Beach	890	274	30.79
Roosevelt	1,861	352	18.91
Sealth	1,523	387	25.41
West Seattle	1,428	367	25.70
Totals /Average	15,966	4,393	27.51

*Enrollment as of January 1977

APPENDIX D

MOST FREQUENT REASONS FOR STUDENT TRANSFER AT EACH GRADE LEVEL
(1976/77)

Transfer Reasons	Grade Level		
	Elementary	Jr./Middle	High School
Move to address outside District but inside King County	67%	14%	4%
Change of address within District	11%	12%	3%
Move to address outside King County	7%	25%	13%
Irregular attendance and/or truancy	0.05%	11%	20%
Parent-initiated transfer to improve learning	1%	6%	8%
Completion of 9th grade	0%	0%	17%
Graduation from high school	0%	0%	8%
Age beyond mandatory attendance	0%	0%	5%

APPENDIX E

PERCENTAGES OF LOW ACHIEVERS IN THE TWENTY ELEMENTARY SCHOOLS WITH HIGHEST CONCENTRATIONS OF MOBILITY

(1976/77)

School	Percentage Mobility	Percentage in Lower Three Stanines	
		Reading	
Concord	44.7%	37%	43%
Columbia	44.3%	43%	52%
Van Asselt	40.5%	48%	47%
Northgate	40.1%	9%	38%
Bagley	35.3%	18%	22%
Dunlap	31.3%	41%	44%
Lowell	31.3%	25%	16%
Viewlands	31.1%	20%	33%
Greenwood	30.0%	24%	34%
Wing Luke	29.9%	40%	45%
Adams	29.1%	22%	34%
Ravenna	28.9%	17%	22%
Gatzert	28.8%	45%	46%
Oak Lake	28.7%	24%	35%
Colman	28.0%	49%	59%
Rainier View	28.0%	55%	50%
Cooper	27.4%	38%	50%
Whittier	26.2%	19%	29%
Minor	25.6%	48%	48%
West Woodland	25.3%	21%	32%
District Average	19.8%	23%	31%

APPENDIX F

NUMBER AND PERCENTAGES OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH
PROJECTED FOR 1978/79 AS OF FEBRUARY 15, 1978

Above District Average Poverty Level				Below District Average Poverty Level			
School	Total Count	Total Low Income	% of Low Income	School	Total Count	Total Low Income	% of Low Income
High Schools				**High Schools**			
Sealth	4,314	1,529	35.4	Ingraham	5,939	1,550	26.1
Cleveland	2,920	1,009	34.6	Hale	5,469	1,348	24.6
Rainier Beach	5,725	1,934	33.8	Queen Anne	3,967	896	22.6
Garfield	4,869	1,506	30.9	West Seattle	4,536	1,004	22.1
Franklin	5,483	1,646	30.0	Ballard	4,382	775	17.7
Lincoln	4,395	1,287	29.3				
Roosevelt	5,542	1,583	28.6				
Jr. High/Middle Schools				**Jr. High/Middle Schools**			
Boren	2,698	999	37.0	Madison	3,448	888	25.8
Washington	3,133	1,147	36.6	Addams	5,469	1,348	24.6
Denny	4,591	1,470	32.0	Eckstein	4,040	951	23.5
Sharples	3,841	1,201	31.3	McClure	2,935	676	23.0
South Shore	3,564	1,106	31.0	Blaine	1,726	391	22.6
Monroe	3,523	1,079	30.6	Thomson	3,066	582	19.0
Mercer	4,917	1,485	30.2	Whitman	2,957	466	15.8
Hamilton	3,946	1,188	30.1				
Meany	3,687	1,090	29.6				
Elementary Schools				**Elementary Schools**			
Madrona	1,330	690	51.9	Dearborn Park	1,723	472	27.4
Kimball	856	397	46.4	Magnolia			
Whitworth	1,026	442	43.1	Genesee Hill	1,705	465	27.3
High Point	1,540	639	41.5	Schmitz Park			
Hughes				Beacon Hill			

APPENDIX F (Cont'd.)

NUMBERS AND PERCENTAGES OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH
PROJECTED FOR 1978/79 AS OF FEBRUARY 15, 1978

Above District Average Poverty Level				Below District Average Poverty Level			
School	Total Count	Total Low Income	% of Low Income	School	Total Count	Total Low Income	% of Low Income
Elementary Schools				Elementary Schools			
Concord	359	147	40.9	Hay			
Oak Lake Columbia	1,365	556	40.7	West Queen Anne Brighton	1,866	504	27.0
Cooper	634	246	38.8	Muir Broadview	2,476	645	26.1
King McGilvra	757	284	37.5	Adams	716	186	26.0
Lowell	515	193	37.5	Greenwood	788	201	25.5
Highland Park Wing Luke	1,943	725	37.3	Briarcliff	1,102	279	25.3
Gatzert Day McDonald	2,151	794	36.9	Sand Point	383	95	24.8
Bryant Minor	1,861	670	36.0	Graham Hill Northgate	968	233	24.1
Maple	845	299	35.4	University Hgts.	308	71	23.1
Colman Green Lake Ravenna	2,138	739	34.6	Allen	589	134	22.8
Van Asselt Arbor Heights	1,834	633	34.5	Bagley	746	161	21.6
Decatur Wedgwood Leschi	2,048	678	33.1	Latona	460	99	21.5
Fauntleroy Roxhill Dunlap	2,214	714	32.2	Whittier	793	167	21.1
Stevens	756	242	32.0	Viewlands	677	132	19.5
Sanislo	560	176	31.4	Cedar Park	443	85	19.2
Fairmount Park	598	184	30.8	Jefferson	644	117	18.2
West Woodland	1,072	328	30.6	Lawton	624	112	17.9
				Pinehurst	435	77	17.7
				Webster	709	123	17.3
				Sacajawea	471	80	17.0
				Coe	626	106	16.9
				Haller Lake	676	110	16.3
				Montlake	412	66	16.0
				Olympic Hills	702	105	15.0

APPENDIX F (Cont'd.)

NUMBERS AND PERCENTAGES OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH
PROJECTED FOR 1978/79 AS OF FEBRUARY 15, 1978

Above District Average Poverty Level				Below District Average Poverty Level			
School	Total Count	Total Low Income	% of Low Income	School	Total Count	Total Low Income	% of Low Income
Elementary Schools				Elementary Schools			
Rainier View	482	146	30.3	Lafayette	1,134	170	15.0
Lake City	601	173	28.8	North Queen Anne	443	66	14.9
Emerson	868	246	28.3	Olympic View	745	107	14.4
				Gatewood	814	112	13.8
				Alki	465	60	12.9
				Maple Leaf	742	91	12.3
				Seward	381	43	11.3
				Laurelhurst	650	70	10.8
				Loyal Heights	501	53	10.6
				Rogers	745	47	6.3
				Crown Hill	417	26	6.2
				View Ridge	651	37	5.7
				North Beach	458	19	4.1